

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

All Hallows' Church of England VA Primary School	
Address	Longcroft, Off Kaye Lane, Almondbury, Huddersfield, HD5 8XW
How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?	
Overall grade	Good
The impact of collective worship	Good
The effectiveness of religious education (RE)	Good

School's vision
<p>We love with compassion, We learn with resilience, We live with aspiration.</p> <p>Our teaching approach enables all pupils to have hope for the future. This ethos ensures all pupils can experience Jesus' promise of 'life in all its fullness' and sets them on the right path for the next stage of their education and beyond.</p>
Key findings
<ul style="list-style-type: none"> • Dedicated leaders are committed to raising the aspiration of all pupils. They are developing a learning community, built on compassion, where everyone can flourish. • The vision and values underpin and drive the work of the school. Governors know the school well and are supportive in their role. However, they do not yet have a systematic approach to the evaluation of the school's Christian distinctiveness. • Pupils' understanding of the skills needed to challenge injustice are being strengthened through the curriculum. Their ability to act as agents of change is at the early stages of development. • Collective worship is invitational and inclusive enabling all to reflect on their own beliefs and values. However, pupils are yet to develop a greater role in planning, leading and evaluating worship. • Religious education (RE) is effectively led. The curriculum is having a positive impact on pupils' understanding of religions and world views in the modern world.
Areas for development
<ul style="list-style-type: none"> • Create a systematic approach to governor monitoring ensuring that all key aspects of being a Church school are rigorously evaluated. • Further develop pupils' understanding of national and global issues so they are enabled to act as courageous advocates. • Enable pupils to have a greater role in planning, leading and evaluating collective worship to aid their spiritual development.



Inspection findings

All Hallows' CE Primary School is a welcoming and nurturing community where everyone is united by the vision. As a result it is readily articulated by both adults and pupils. The values of compassion, resilience and aspiration permeate all aspects of school life. There is a palpable commitment to ensuring pupils are equipped to live life in all its fullness. All decisions made by leaders are done so through the lens of the vision. As a consequence, everyone is flourishing. Governors understand the needs of the school well and keep the vision at the forefront of monitoring. They visit school to take part in collective worship and to see the vision in action. However, a more systematic approach to the monitoring and evaluation of the school's Christian distinctiveness is not yet established.

Leaders have shaped a curriculum that is bespoke to the school's context and which broadens horizons. Opportunities for recognising and celebrating difference are woven through learning from reception to year six. Leaders have invested in texts which represent diversity and visitors to school have been chosen with purpose. For example, pupils benefited greatly from a joint project with a local community drama group run by adults with learning difficulties. Social action projects linked to curriculum themes enable pupils to build the skills needed to challenge injustice. Leaders are beginning to use the Christian Aid Global Neighbours framework to strengthen global awareness further. Pupils can explain how the school values help them to help others. They readily share examples of how they have done this. However, they are at an early stage of using their knowledge to act as courageous advocates for change.

Everyone here is treated with compassion and each person is seen as a unique individual. The school vision has a positive impact on vulnerable pupils and those who have special educational needs and/or disabilities (SEND). They are well supported in school and leaders make courageous decisions to ensure that all their needs are met. For example, additional support is sourced from a speech and language therapist to ensure advice is received swiftly.

The vision has shaped the behaviour policy which is rooted in forgiveness and reconciliation. Staff are equipped to lead restorative conversations through emotion coaching training. Pupils are given the tools needed to communicate how they are feeling. For example, zones of regulation help them to articulate what they need. As a result, pupils are empowered to disagree well and make more positive choices.

The school's vision is also one for the wider school family. Great importance is placed on building strong relationships and partnerships with the whole community. The wellbeing of all is given high status and investment. As a result everyone is 'met with warmth'. Parents appreciate the partnership with families and know the school 'are there for you too'. They speak highly of the help they receive through regular coffee mornings and links with the mental health support team. Staff actively promote good mental well-being, helping pupils overcome anxieties. As a result, they develop coping strategies in order to build resilience and flourish. Leaders work intentionally to secure staff wellbeing. Many engage with professional development opportunities and feel valued and appreciated as a consequence.

Invitational and inclusive collective worship is valued by all as a special part of the school day. It has a central role in enriching pupils' understanding of the vision. There is a tangible sense of family and community. It allows everyone the opportunity to be fully engaged and provides real opportunities to think, wonder, reflect and respond. Pupils and adults are supported in thinking about how they can apply the Christian values in their daily lives. For example, one pupil rightly explained 'it helps me to decide what kind of person I want to be'. Prayer is an integral part of worship and singing is joyful. Pupil leaders of liturgy gain


confidence through their leadership contributions. They enjoy sharing the welcome words, preparing the worship table and leading the school in prayer. However, they are not yet fully involved in planning, leading and evaluating worship.

Further opportunities for spiritual development are offered beyond collective worship. Reflections give pupils time to think more deeply about each theme, exploring what it means to them. Additionally, time is planned across the curriculum to 'deepen the moment'. Pupils are guided in developing the skills to be still, reflect, ask big questions and grow spiritually. Leaders are in the early stages of planning reflection spaces in the outside environment.

The school enjoys a strong relationship with the church. The vicar has led collective worship and worked with individual classes to support spiritual development. Leaders continue to hold services in church across the year. The school also enjoys links with the Methodist church and the charity 'Hand to Mouth'. These mutually beneficial relationships strengthen the spiritual life of the school.

Pupils enjoy RE and show respect in their discussions with one another. They demonstrate a developing understanding of the beliefs and traditions of a variety of religions and world faiths. There is an appreciation for the importance of learning in RE. As one pupil correctly explained 'it's fascinating to learn about different religions because it helps you understand them more'. Leaders are raising the profile of RE as an academic subject. As a result of monitoring, there is a clear understanding of strengths and next steps. Work has begun to develop creativity within the subject. This is already showing impact with pupils rightly explaining 'you can use all your skills in RE'.

At All Hallows' everyone is led by the vision to love with compassion, learn with resilience and live with aspiration. The vision and values connect the school community and enable everyone to live life in all its fullness.

	The effectiveness of RE is		Good
	RE is shaped by the school vision. Across the school, pupils enjoy learning and make good progress. This is because RE is treated as a core subject and provides a safe space for the discussion of religious, spiritual and philosophical ideas. The subject leader, alongside school leaders, is taking effective steps to review and further improve practice and outcomes. As a result pupils enjoy learning about a range of religions in different and more creative ways.		
Information			
School	All Hallows' Church of England VA Primary School	Inspection date	15 May 2023
URN	107727	VC/VA/ Academy	Voluntary aided
Diocese/District	Leeds	Pupils on roll	203
Headteacher	Victoria Wyatt		
Chair of Governors	Sue Edwards		
Inspector	Philippa Boulding	No.	965